

CHESNEE ELEMENTARY

212 North Alabama Avenue
Chesnee, SC 29323

GRADES PK-5 Elementary School

ENROLLMENT 489 Students

PRINCIPAL Dr. Robert P. Ledford 864-461-7322

SUPERINTENDENT Dr. James O. Jennings 864-578-0128

BOARD CHAIR Mrs. Connie Smith 864-578-0128

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	53	41	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 15 out of 15 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Good	Below Average	Yes

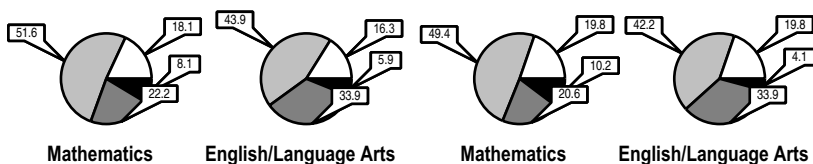
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	240	99.6	15.9	44.1	34.1	5.9	50.9	Yes	Yes
Gender									
Male	139	99.3	17.7	50.8	28.2	3.2	43.5		
Female	101	100.0	13.5	35.4	41.7	9.4	60.4		
Racial/Ethnic Group									
White	200	99.5	13.7	42.6	37.7	6.0	55.2	Yes	Yes
African-American	32	100.0	27.6	51.7	17.2	3.4	27.6	I/S	I/S
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	198	99.5	13.6	41.8	37.5	7.1	56.5		
Disabled	42	100.0	27.8	55.6	16.7	0.0	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	240	99.6	15.9	44.1	34.1	5.9	50.9		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	235	99.6	15.8	44.2	34.4	5.6	50.7		
Socio-Economic Status									
Subsidized meals	145	100.0	22.8	46.5	26.8	3.9	43.3	Yes	Yes
Full-pay meals	95	99.0	6.5	40.9	44.1	8.6	61.3		

Mathematics - State Performance Objective = 15.5%									
All Students	240	99.6	17.7	51.8	22.3	8.2	45.0	Yes	Yes
Gender									
Male	139	99.3	20.2	51.6	20.2	8.1	41.9		
Female	101	100.0	14.6	52.1	25.0	8.3	49.0		
Racial/Ethnic Group									
White	200	99.5	15.3	53.0	23.5	8.2	46.4	Yes	Yes
African-American	32	100.0	34.5	41.4	17.2	6.9	41.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	198	99.5	15.2	49.5	25.5	9.8	50.5		
Disabled	42	100.0	30.6	63.9	5.6	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	240	99.6	17.7	51.8	22.3	8.2	45.0		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	235	99.6	18.1	51.6	22.3	7.9	45.1		
Socio-Economic Status									
Subsidized meals	145	100.0	22.8	54.3	15.0	7.9	37.8	Yes	Yes
Full-pay meals	95	99.0	10.8	48.4	32.3	8.6	54.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	69	100.0	26.9	41.8	29.9	1.5	31.3
	Grade 4	94	100.0	22.5	51.3	26.3	N/A	26.3
	Grade 5	94	100.0	37.5	38.6	21.6	2.3	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	80	100.0	6.3	26.3	51.3	16.3	67.5
	Grade 4	73	100.0	26.0	53.4	20.5	N/A	20.5
	Grade 5	87	98.9	17.4	61.6	20.9	N/A	20.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	69	100.0	16.4	59.7	20.9	3.0	23.9
	Grade 4	94	100.0	26.3	52.5	13.8	7.5	21.3
	Grade 5	94	100.0	27.3	51.1	11.4	10.2	21.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	80	100.0	5.0	61.3	22.5	11.3	33.8
	Grade 4	73	100.0	20.5	53.4	17.8	8.2	26.0
	Grade 5	87	98.9	26.7	45.3	22.1	5.8	27.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 489)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.4%	Up from 0.2%	2.9%	2.7%
Attendance rate	95.9%	Up from 95.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.3%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.5%		3.7%	3.5%
Eligible for gifted and talented	10.6%	Up from 8.1%	14.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.7%	Down from 11.4%	9.4%	8.2%
Older than usual for grade	1.2%	Up from 0.2%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	62.5%	Up from 55.9%	48.9%	51.4%
Continuing contract teachers	90.6%	Up from 79.4%	89.5%	87.5%
Highly qualified teachers**	93.1%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	84.7%	Down from 89.7%	86.5%	86.7%
Teacher attendance rate	96.6%	Up from 94.9%	94.8%	94.9%
Average teacher salary	\$40,869	Up 1.6%	\$40,577	\$40,760
Prof. development days/teacher	15.2 days	Down from 19.4 days	12.5 days	12.4 days

School				
Principal's years at school	1.0	No change	4.0	4.0
Student-teacher ratio in core subjects	19.5 to 1	Up from 19.4 to 1	19.0 to 1	18.9 to 1
Prime instructional time	90.4%	Up from 88.9%	89.8%	90.0%
Dollars spent per pupil*	\$5,505	Up 3.5%	\$5,834	\$6,044
Percent of expenditures for teacher salaries*	66.3%	Up from 65.1%	65.5%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	95.3%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Chesnee Elementary School is a Title I school serving one of the county's most unique communities. Being located in the center of a small town, the focus is on a positive and nurturing environment to assist in building a strong foundation for our future citizens.

In order to help the students with both academic and social needs, the faculty uses a variety of strategies to promote growth and development. To enhance the fine arts program, students participated in the second annual drama production. The school has a partnership with the Boys and Girls Club of Spartanburg to operate a year-round program for students. The club provided participants with both academic and social training in a fun-filled, caring and supportive environment. Children are involved in the research-based 100 Book Challenge Program. The Dolly Parton Imagination Library is a program that targets preschool children. Our reading accomplishments with these programs have helped better prepare our future students. Reading is Fundamental continues to provide the students with quality children's books. In addition, books are given to our local preschoolers at our various family nights.

Our Title I surveys indicate that parents are excited about the various aspects of the school's educational programs. During the school year 2003-2004, Chesnee Elementary School received Red Carpet recognition from the State Department of Education as a family-friendly school.

The school staff, PTA and volunteers worked together to promote parental involvement. Six PTA student programs were conducted throughout the year. Participation in the three family nights designed to help parents understand how to academically assist their children exceeded school attendance projections. The organized volunteer program continues to be a tremendous success. The increase in parent participation is one contributing factor that has enhanced student performance.

The teachers and staff continue to improve their teaching skills and strategies. Many teachers participate in staff development opportunities beyond the programs planned by the district and school. The teachers recognize the importance of professional growth in helping them improve student performance.

Together with the community, Chesnee Elementary School plans to continue to focus on the current programs, as well as to seek new strategies to help further mold the students into intelligent, well-mannered and caring citizens.

Robert P. Ledford, Principal
Scott Wease, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	75	48
Percent satisfied with learning environment	92.0%	89.3%	83.3%
Percent satisfied with social and physical environment	88.5%	91.8%	91.7%
Percent satisfied with home-school relations	65.4%	88.0%	72.3%

*Only students at the highest elementary school grade level at this school and their parents were included.